DOCUMENT RESUME

ED 294 063 CE 050 160

| | |
|---|---|
| TITLE | Business Teacher Education Curriculum Guide. Criteria for Excellence. Designed for the Preparation of Business Teachers at All Levels of Instruction. |
| INSTITUTION | National Business Education Association, Reston, Va. |
| REPORT NO | ISBN-0-933964-25-0 |
| PUB DATE | 87 |
| NOTE | 89p. |
| AVAILABLE FROM | National Business Education Association, 1914 Association Drive, Reston, VA 22091. |
| PUB TYPE | Guides - Classroom Use - Guides (For Teachers) (052) |
| EDRS PRICE | MF01 Plus Postage. PC Not Available from EDRS. |
| DESCRIPTORS | *Business Education; *Business Education Teachers; *Classroom Techniques; Counseling Techniques; *Curriculum Development; Elementary Secondary Education; Interpersonal Communication; Postsecondary Education; Professional Development; *Program Evaluation; School Counseling; Student Organizations; *Teacher Education |

ABSTRACT

This guide is intended to assist in improving the education of individuals preparing to teach business education, whether in an elementary or college program. Possible uses of the guide include a model for developing, revising, and evaluating business teacher education programs in colleges and universities; a model for business teacher certification requirements in states; a model for evaluating business teacher education curricula by accrediting bodies; and a general guide for the improvement of business teacher education programs. The following topics are discussed in the guide's individual sections: curriculum development, instruction, evaluation, management, guidance, interpersonal communication, student organizations, professional development, and subject competencies. Each individual section includes the following: an introduction, a list of competency statements that are cross-referenced to their appropriate instructional level(s), guidelines for assessing competencies, and suggested references. (MN)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

# Business Teacher Education Curriculum Guide

ED294063

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

D. Stern

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE050160

National Business Education Association, 1914 Association Drive, Reston, Virginia 22091



BEST COPY AVAILABLE

# BUSINESS TEACHER EDUCATION

# CURRICULUM GUIDE

Designed for the Preparation of
Business Teachers at All Levels of Instruction

Copyright 1987 by the
National Business Education Association
1914 Association Drive
Reston, Virginia

ISBN 0-933964-25-0

## FOREWORD

The teaching profession continues to receive criticism about the quality of the product it produces--students. Teachers should, indeed, request feedback about the tasks performed. Teachers should also encourage free inquiry and discussion about how well they are serving the profession.

Consequently, during the last three years there have been several formal commissions established to make recommendations to improve teaching. This all started as a result of "A Nation at Risk," the report of the National Commission on Excellence in Education.

The purposes of this curriculum guide are to improve business teaching and to make sure there is a firm foundation for the preparation of business teachers at all levels of instruction, including business instruction from elementary school level through collegiate schools of business. For these reasons, task force members have attempted to identify important competencies required of business teachers at all educational levels. Careful review of this curriculum guide is encouraged.

Lloyd W. Bartholome, Chairman
NBEA Task Force on Business Teacher
Education Model Curriculum

ACKNOWLEDGMENTS

The completion of nay major written task requires a considerable expenditure of time, effort, and teamwork. Only the participants know how much time this really takes. The following individuals are deserving of recognition for their dedication, time, and expertise in the development of this curriculum guide.

Lloyd W. Bartholome, Chairman, Utah State University, Logan
Betty Brown, Ball State University, Muncie, Indiana
F. Ross Byrd, Central Washington State University, Ellensburg
Thomas B. Duff, University of Minnesota, Duluth
Alton V. Finch, East Carolina State University, Greenville, North Carolina
Marie E. Flatley, San Diego State University, San Diego, California
Galen Miller, Colorado State Department of Education, Denver
Dennis L. Mott, Oklahoma State University, Stillwater
Dorothy A. Neal, Sacopee Valley High School, Cornish, Maine
D. Sue Rigby, Northern Michigan University, Marquette
Padmakar M. Sapre, New York University, New York
Anne Schatz, California Polytechnic Institute, Pomona
Gary Thompson, California State Department of Education, Sacramento

Recognition should also be given to representatives of NABTE schools and to state specialists who were asked to critically evaluate this curriculum guide and did so.

Recognition should also be given to all interested business teachers who attended the open discussion session at the 1986 NBEA Convention in Hollywood, Florida, and gave their input.

TABLE OF CONTENTS


| | Section and Page Number |
|---|---|
| INTRODUCTION. . . . . | iv |
| HOW TO USE THIS GUIDE . . . . . | vii |
| SECTION 1: CURRICULUM DEVELOPMENT. . . . . | 1-1 |
| SECTION 2: INSTRUCTION . . . . . | 2-1 |
| SECTION 3: EVALUATION. . . . . | 3-1 |
| SECTION 4: MANAGEMENT. . . . . | 4-1 |
| SECTION 5: GUIDANCE. . . . . | 5-1 |
| SECTION 6: INTERPERSONAL COMMUNICATION . . . . . | 6-1 |
| SECTION 7: STUDENT ORGANIZATIONS . . . . . | 7-1 |
| SECTION 8: PROFESSIONAL DEVELOPMENT. . . . . | 8-1 |
| SECTION 9: SUBJECT COMPETENCIES. . . . . | 9-1 |
| BIBLIOGRAPHY. . . . . | B-1 |

# INTRODUCTION

Over the last 10 years several forces affecting business education have been at work. These forces have been:

1. An economic recession in the United States that forced public school education and higher education to cut back programs

2. An information revolution in the United States comparable to the industrial revolution of the late 1800's

3. A series of reports criticizing teachers and teacher education

4. A general decline in the birth rate in the United States.

## Identification of Problems in Business Education

As a result of these forces at work there has been a general decline in the enrollments in business teacher education programs across the U.S. Also, teachers who have been in the teaching field for several years have found a need to update their technical expertise.

Probably the first organized attempt to identify problems in business education was a meeting of 50 business education professionals held at Snowbird, Utah, in September 1979. The result of that conference was a report entitled, "New Directions for Business Education." One of the recommendations of the report was a new direction for curriculum in business education. It was recommended that "collegiate business education must develop and refine a subject-matter base more closely related to business in order to increase enrollments and gain professional credibility." Another recommendation was that "curriculum must build in the flexibility to expand career options for business education students as well as to ride with constant technological breakthroughs in distributive and office occupations."

Several recommendations were made for greater professionalism in business teacher education. One of these recommendations was "research should be a major focus of new directions for keeping the curriculum current and the business teacher aware." The general tenor of the report was that business teachers should make a careful analysis of where they are and then carefully analyze where they want to be now and within the next several years. Members attending the Snowbird conference also agreed that a steering committee should meet within two years to determine any outcomes as a result of the report.

Another conference was held at Rider College during fall 1980. Forty business educators from across the United States were invited to attend this conference to discuss the future of business education. Papers in several formal areas were presented, and discussions

occurred. Recommendations were made in the areas of (1) philosophy, (2) curriculum, (3) program development, (4) student recruitment, and (5) research. As a result of the Rider College symposium, a monograph was published and distributed.

Both the Snowbird and the Rider College symposiums were intended to make business teachers aware of problems related to business education. Written reports of the conferences identified major problems.

In February 1982, a follow-up conference to the Snowbird conference was held at Arizona State University, Tempe, Arizona. Officers in various business education organizations as well as representatives of business and industry were invited to this conference. The purpose of the conference was to prepare a position paper for the proposed new thrust for business education. This new thrust was information processing and information systems.

## Information Systems in Business Education

The result of the Tempe conference was a statement advocating information processing and information systems as new concepts in business education. This statement was published in several business education periodicals and was adopted by the National Business Education Association.

Subsequently, a National Business Education Association Task Force on New Concepts and Strategies for Business Education was appointed. The task force members were Gerald W. Maxwell, Chairman; Lloyd W. Bartholome; Gay Sweet-Harris; Charles R. Hopkins; June S. Atkinson; and Elizabeth Iannizzi. Walter A. Brower and Gordon F. Culver were appointed as consultants to that task force. The NBEA Task Force on New Concepts and Strategies for Business Education made several recommendations for the improvement of business education at all levels of instruction. A complete report of this task force was published in the November 1983 Business Education Forum. The task force met one more time to determine the recommendations which had been implemented. The result of the second meeting was a recommendation to NBEA that new curriculums be developed for business teachers at all levels of instruction.

## Model Curriculum Development Projects

The result of the later task force recommendation was that Gerald W. Maxwell, NBEA President, appointed two task forces to develop curriculum for business education. One task force was to write a model instructional guide for business teachers at all public school levels, elementary school through two-year postsecondary. The other task force was to develop a model curriculum guide for business teacher education.

During February 1985, members of both NBEA task forces met in Inglewood, California, at their own expense. The purpose of the meeting was to decide upon strategies for completion of the tasks assigned by the NBEA president. As a result of this meeting, it was decided that the two curriculum guides should be articulated and that the task forces would probably have to meet one additional time to solidify the writing projects. Members of the Task Force for Business Teacher Education Model Curriculum decided that the curriculum guide should be competency-based and should include the results of research completed in the field. They immediately began gathering research using various computer databases as well as individual research in libraries, etc. That research was reviewed and synthesized. Writing assignments were then made for individual members. The task force met again in August 1985, and the first draft of this report was written. It was decided that the competencies should be validated by sending questionnaires to institutional representatives of NABTE schools and all business education state specialists in the United States. A meeting was then set as part of the 1986 NBEA Convention to solicit further input by interested business teachers.

The criteria stated in this curriculum guide are the result of research, expert opinion, and input by interested business teachers. Task force members attempted to make the criteria as concise and clear as possible. Most certainly, the criteria will change as methodologies and technologies change. Business educators must continue to evaluate their teaching and instructional programs so that they never, never teach outdated material or use outdated techniques.

## Uses for this Curriculum Guide

Possible uses for this guide are:

1. A model for developing, revising, and evaluating business teacher education programs in colleges and universities

2. A model for business teacher certification requirements in each state

3. A model for evaluating business teacher education curriculums by the National Council for the Accreditation of Teacher Education and other accrediting bodies

4. A general guide for the improvement of business teacher education programs.

Task force members hope this guide will be a valuable aid for all professionals and students involved with business teacher education.

## HOW TO USE THIS GUIDE

The primary responsibility of the business teacher is to provide effective instruction. This requires:

1. Mastery of the subject matter to be taught
2. Knowledge of the learning process
3. Competence in the use of a variety of instructional strategies
4. Effective interpersonal communication.

Distinctive teaching styles of outstanding teachers are associated with personality characteristics and unique insights developed over an extended period of effective teaching. However, beginning teachers can identify, practice, and eventually master those basic skills that have been found to correlate with student learning.

If business teachers are to acquire a broad perspective of the instructional process, they must understand the relationship among the various elements that comprise formal education, or schooling. Instruction takes place in specific situations, each characterized and conditioned by the community and the institution within which it occurs.

A business education program in a given school or college must respond to the needs of the community. The response should be described in terms of the desired outcomes of the educational process--objectives to be achieved. The process is the means to achieving these objectives. Since the process unfolds in a specific situation, the elements in that situation are the inputs for the process. All decisions relating to the development of the process must be based on the nature of the inputs, the desired outputs, and valid knowledge about designing specific educational programs.

The conceptual framework that follows is an attempt to place the various elements in a relationship of inputs, the process and its determinants, and the output. THUS, IDENTIFICATION OF COMPETENCY OBJECTIVES IN THIS CURRICULUM GUIDE IS BUT ONE, ALBEIT A VERY IMPORTANT, ASPECT IN THE INSTRUCTIONAL PROCESS. THE COMPETENCIES PROVIDE A FIRM FOUNDATION FOR EXPECTED OUTPUT--WELL-PREPARED BUSINESS TEACHERS.

INPUTS: Students, teachers, and the institutional setting in which they interact provide the major inputs for any educational program. Background and motivation of students and their special needs--physical, intellectual, or emotional--must be identified. The background and professional preparation of teachers must also be considered as givens. The educational environment is comprised of such elements as physical facilities and resources, administrative support for the business education program, and relationships with other units on the campus and in the community.

PROCESSING: Curriculum and instruction constitute the heart of the educational process through which the school attempts to accomplish its mission. A curriculum is a design or a blueprint that answers the what, the why, and the how of the educational process. Instruction is the process of implementing the curriculum, of translating curriculum intent. It is in the classroom that a curriculum comes to life.

The three main sources for developing a curriculum are:

1. Needs of individuals for whom a curriculum is designed
2. Needs of society within which the individuals will function
3. The most significant knowledge and skills available to meet those needs.

The instructional process consists of:

1. Identifying objectives (competencies)
2. Selecting and organizing content
3. Planning and managing teaching/learning activities
4. Developing instructional materials and resources
5. Evaluating the process and product of instruction.

OUTPUTS: The expected outcome of an educational program must be defined in terms of the final product. The competencies needed for effective performance as a business teacher must be the sole determinants of a sound program of business teacher education. All decisions regarding curriculum and instruction must reflect the best match between the sources and the determinants.

Thus, inputs, process, and outputs are the important elements for developing and evaluating business education programs. See the following chart for a summarization of this conceptual framework.

## A CONCEPTUAL FRAMEWORK FOR DEVELOPING AND EVALUATING BUSINESS EDUCATION PROGRAMS

### INPUTS

**Students**
- background and motivation
- special needs
- other characteristics

**Teachers**
- background and experience
- professional preparation
- motivation for teaching

**Environment**
- physical facilities and resources
- administrative support
- relationship with other units

### PROCESSING

**Determinants**

- needs of individuals (1)
- needs of society (2)
- disciplines (organized bodies of knowledge from which content is selected)

Identified by
- research
- learned societies
- professional organizations
- accrediting agencies
- business and industry
- community organizations

(1) These include psychological, emotional, and economic needs.

(2) These include societal norms and expectations as well as specific needs of employers.

**Process**

- identifying competency objectives
- selecting and organizing content
- providing instruction (teaching-learning activities)
- developing and using instructional materials
- evaluating process and product

Teaching Approaches:
- student centered
- teacher centered
- performance centered

Teaching Emphases:
- knowledge and skill development
- concept development
- application of knowledge and skill to new situations (problem solving)
- interpretation of information
- generalizing from data

### OUTPUTS

- an educated person
- a well-prepared professional

(integration of theory and practice)

Validation of the Curriculum: The determinants as well as the instructional components of the processing phase must be validated by a panel of experts or through other appropriate means.

Evaluation of the Curriculum: For the processing phase, evaluate each component against valid norms/criteria; for the outputs (products), use follow-up studies of graduates along with data obtained from relevant groups.

## Organization of this Guide

In the preparation of this guide for business teacher education, eight major roles of the business teacher were identified: curriculum development, instruction, evaluation, management, guidance, interpersonal relationships, student organizations, and professional development. The competencies needed for each of these roles are set forth in the following sections. COMPETENCIES ARE NOT SEQUENCED NOR ARE THEY NECESSARILY IN ORDER OF IMPORTANCE. INDIVIDUAL TEACHERS SHOULD MAKE THOSE DETERMINATIONS.

It is recognized that a certain amount of overlap is inevitable among these various roles. Each section begins with an overview of the particular role, followed by statements of competency objectives, the assessment of these objectives, and selected references. No attempt was made to indicate the process through which these competencies might be developed. Several alternative means are available to achieve a given end, and each institution should be free to determine the means most appropriate in its own context.

A business teacher must be will prepared as a professional educator and as an expert in the subject matter to be taught. Much of this guide is devoted to the eight aspects of preparing a professional business teacher. The last chapter of this guide makes recommendations for preparing teachers to be subject matter experts. These recommendations are based upon the official NBEA subject matter competencies recommended for business teachers kindergarten through grade 14 and business core competencies recommended by the American Assembly of Collegiate Schools of Business.

## SECTION 1: CURRICULUM DEVELOPMENT

A business curriculum is a planned, sequenced course of study or a series of courses of study. Its purposes are to prepare students for:

1. Current and emerging occupations and careers in business, including self-employment as entrepreneurs
2. Intelligent participation in our economic system as consumers, producers, and citizens
3. Advanced education in business.

The business curriculum must be developed on sound philosophical, social, psychological, and economic bases. It should have a stated philosophy that is consistent with the school philosophy. It should be based on a careful assessment of the needs of the community as well as of the students.

Competency Area: SECTION 1: Curriculum Development

In order to provide leadership in curriculum development, a business teacher should be able to:

| Competency Statements | ALL LEVELS | ELEMENTARY SCHOOL | JUNIOR HIGH/ MIDDLE SCHOOL | HIGH SCHOOL | 2-YEAR POSTSECONDARY | 4-YEAR UNIVERSITY |
|---|---|---|---|---|---|---|
| 1. Write mission and objective statements for general business and vocational business programs in business education. | X | | | | | |
| 2. Identify the sources of curriculum development in business. | X | | | | | |
| 3. Determine the needs of the community through a needs assessment. | | | X | X | X | X |
| 4. Conduct a survey of employers to determine career opportunities in the community as a basis for developing occupational curricula. | | | | X | X | X |
| 5. Conduct follow-up studies of business education graduates and use the data for evaluating relevant elements of the curriculum | | | | X | X | X |
| 6. Use the findings of significant research in business education in the development of business curricula. | X | | | | | |
| 7. Use important guidelines provided by professional organizations and other relevant groups when developing business education curricula. | X | | | | | |
| 8. Identify the sources of significant new developments in the various disciplines that comprise business education so as to ensure the selection of meaningful content for the courses in the business curriculum. | X | | | | | |

Competency Area: SECTION 1: Curriculum Development

| Competency Statements | ALL LEVELS | ELEMENTARY SCHOOL | JUNIOR HIGH/ MIDDLE SCHOOL | HIGH SCHOOL | 2-YEAR POSTSECONDARY | 4-YEAR UNIVERSITY |
|---|---|---|---|---|---|---|
| 9. Structure and sequence courses of study so that students derive optimum benefit from their educational experience. | X | | | | | |
| 10. Establish performance standards for students graduating from the business education program based on current and projected employment requirements. | | | | X | X | X |
| 11. Develop and use criteria for evaluating the business education curriculum. | X | | | | | |
| 12. Use curriculum materials and experiences that help students develop concepts of and procedures for problem solving, self-monitoring, and learning strategies. | X | | | | | |

## Assessment of Competencies

A variety of evaluation techniques can be used to assess the degree of achievement in curriculum development. For the most part, evaluation should come primarily through observation of the product during the first two or three years on the job. Practicality for evaluation prior to graduation necessitates that the measurement of achievement be obtained for each competency. Such measurement can probably best be done through objective and essay type testing.

## References


Brower, W. A., & Calhoun, C. C. (1980). Business education for the 21st century (Monograph No. 1). Lawrenceville, NJ: Rider College.

Instructional planning, <Professional teacher education module series| (Modules for categories A, B, and C). (no date). Athens: University of Georgia; Columbus: American Association for Vocational Instructional Materials and the Center for Vocational Education, Ohio State University.

Laster, J. F. (1985). Using cognitive psychology in curriculum planning. Columbus: National Center for Research in Vocational Education, Ohio State University.

Standards for accreditation of teacher education. (1982). Washington, DC: National Council for Accreditation of Teacher Education.

Standards for business teacher education. (1982). Reston, VA: National Association for Business Teacher Education.

Standards for excellence in business education. (1985). Washington, DC: U.S. Government Printing Office; Columbus: Center for Vocational Education, Ohio State University; & Reston, VA: National Business Education Association.

This We Believe . . ., <Statements of the Policies Commission for Business and Economic Education|. (no date). Reston, VA: National Business Education Association.

## SECTION 2: INSTRUCTION

Instruction is the process of bringing about desired changes in human behavior. The instructional process includes identification of objectives, selection and organization of content, use of appropriate methods and techniques, selection and development of materials, and evaluation of student learning.

Among the factors that contribute to effective instruction, methods of teaching occupy an important place. In its most inclusive sense, methods are a matter of presentation, of communicating knowledge, and of developing skills. If the content is significant and valuable, the adoption of effective methods facilitates the process. Subject matter and methods of instruction are thus inseparable. Methods of teaching are not an external attachment to knowledge of subject matter, something to be elaborated and acquired in relative independence from subject matter, and then applied.

Research shows that "decisions about teaching methods have important consequences in terms of differential achievement of the differing objectives of a course, differential effects upon different types of students, and probable differential effects depending upon other factors such as the instructor, the course content and the overall climate of instruction. Effectiveness of a method is essentially a matter of interaction between the teacher, the students, and the subject matter in their struggle to reach the goal." (Gage: Handbook of Research on Teaching)

A teacher cannot be said to have acquired a mastery of the subject matter until an insight into the process by which learning occurs in that subject matter has been developed. This integration of content and methods (process and product) enables the teacher to motivate students by showing the exciting dimensions of the subject matter in terms of its basic concepts and interrelationships.

Competency Area: SECTION 2: Instruction

Effective instruction in business subjects requires that a business teacher be able to:

| Competency Statements | ALL LEVELS | ELEMENTARY SCHOOL | JUNIOR HIGH/ MIDDLE SCHOOL | HIGH SCHOOL | 2-YEAR POSTSECONDARY | 4-YEAR UNIVERSITY |
|---|---|---|---|---|---|---|
| 1 Analyze the process of instruction and identify the components of an instructional design. | X | | | | | |
| 2. Develop a specific plan for teaching a course of study, a unit, or a lesson, incorporating all essential components. | X | | | | | |
| 3 Formulate instructional objectives in terms of student performance so as to provide purpose and direction to the instructional process. | X | | | | | |
| 4. Select the most appropriate content that will result in the accomplishment of the instructional objectives. | X | | | | | |
| 5. Organize the content in terms of its basic structure, identifying the key concepts and their relationship as the foundation for meaningful learning. | X | | | | | |
| 6. Evaluate and contrast the advantages and limitations of different teaching techniques, such as lecture, discussion, demonstration, role playing, and simulations; and select the most appropriate technique for a given content or objective. | X | | | | | |
| 7. Identify effective learning activities and experiences that will enable students to acquire the knowledge and skills implied in the objectives and content of the course. | X | | | | | |

Competency Area: SECTION 2: Instruction

| Competency Statements | ALL LEVELS | ELEMENTARY SCHOOL | JUNIOR HIGH/ MIDDLE SCHOOL | HIGH SCHOOL | 2-YEAR POSTSECONDARY | 4-YEAR UNIVERSITY |
|---|---|---|---|---|---|---|
| 8. Recognize individual differences among students in a given class and provide for suitable alternatives to enable the rapid learners as well as the "slow" or reluctant learners to progress toward their goals. | X | | | | | |
| 9. Select instructional materials, including textbooks, workbooks, practice sets, and other available materials from publishers and various agencies and organizations that have the most promise in terms of student achievement of instructional objectives. | X | | | | | |
| 10. Develop supplementary materials in response to specific needs arising out of the nonavailability or inappropriateness of published materials. | X | | | | | |
| 11. Develop and administer appropriate instruments and procedures to measure student progress toward instructional goals. | X | | | | | |
| 12. Analyze and interpret measurement data for purposes of making evaluative judgments. | X | | | | | |
| 13. Examine the findings of significant research relative to teaching and learning and explore possibilities for application, wherever such findings show promise for improving teaching effectiveness in business subjects. | X | | | | | |

2-3

Competency Area: SECTION 2: Instruction

| Competency Statements | ALL LEVELS | ELEMENTARY SCHOOL | JUNIOR HIGH/ MIDDLE SCHOOL | HIGH SCHOOL | 2-YEAR POSTSECONDARY | 4-YEAR UNIVERSITY |
|---|---|---|---|---|---|---|
| 14. Examine the implications of new developments in instructional technology with a view to introducing desirable changes in teaching methods and techniques for increased efficiency in student learning. | X | | | | | |
| 15. Integrate, in the teaching of a given business course, an understanding of such overall concepts as occupational opportunities and career choices, economic understanding, computer literacy, and human relations. | X | | | | | |
| 16. Use the techniques of microteaching and videotaping for analyzing teaching performances, identifying effective and ineffective behaviors, and practicing and mastering desired skills. | X | | | | | |
| 17. Use effective communication skills, both verbal and non-verbal, as a means of developing interpersonal rapport with students and motivating them to achieve stated goals. | X | | | | | |
| 18. Create learning experiences and materials that will facilitate the development of learning, thinking, and knowledge structures for problem solving and future learning. | X | | | | | |

## Assessment of Competencies

The prospective business teacher is nurtured in the development of competencies related to instruction in all professional courses. However, evaluation of these competencies should be made during the methods courses and the student teaching component of the curriculum. Assessment can be made through essay and objective-type tests for each competency. Simulation, videotaping, and microteaching techniques (Competency 16) can be used to evaluate Competencies 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 17, and 18. Competencies 13 and 14 can be used as a basis for research and experimentation to improve teaching. The most important assessment should be made through observation of the product during the first two or three years of teaching experience following graduation.

## References


Brower, W. A., & Calhoun, C. C. (1980). Business education for the 21st century (Monograph No. 1). Lawrenceville, NJ: Rider College.

Instructional planning <Professional teacher education module series| (Modules for categories A, B, and C). (no date). Athens: University of Georgia; Columbus: American Association for Vocational Instructional Materials and the Center for Vocational Education, Ohio State University.

Laster, J. F. (1985). Using cognitive psychology in curriculum planning. Columbus: National Center for Research in Vocational Education, Ohio State University.

Standards for accreditation of teacher education. (1982). Washington, DC: National Council for Accreditation of Teacher Education.

Standards for business teacher education. (1982). Reston, VA: National Association for Business Teacher Education.

Standards for excellence in business education. (1985). Washington, DC: U.S. Government Printing Office; Columbus: Center for Vocational Education, Ohio State University; & Reston, VA: National Business Education Association.

This We Believe . . . , <Statements of the Policies Commission for Business and Economic Education|. (no date). Reston, VA: National Business Education Association.

## SECTION 3: EVALUATION

Evaluation is an integral part of the instructional process. Instruction is a purposeful activity designed to produce desirable outcomes in learners. These outcomes include acquisition of knowledge and skills as well as development of attitudes. Evaluation is the process of determining systematically and reliably the extent to which instructional objectives are being achieved.

Like the control function in management, the evaluation function in education involves making judgments about people. The fact that evaluations have vital consequences for students but not for the teacher is often the source of much unpleasantness. Students resist being evaluated, more so when the teacher's evaluation processes and techniques are perceived as arbitrary and cavalier.

And yet, conducting sound evaluation is as much a professional obligation of the teacher as providing instruction. Both require mastery of the subject matter, the ability to apply valid knowledge about educational measurement to the development of measurement devices and the interpretation of measurement data, and sound professional judgment. Only thus can a business teacher bring credibility to the evaluation process and maximize the objectivity and fairness of the results.

Competency Area: SECTION 3: Evaluation

Specifically, to be an effective evaluator, a business teacher should be able to:

| Competency Statements | ALL LEVELS | ELEMENTARY SCHOOL | JUNIOR HIGH/ MIDDLE SCHOOL | HIGH SCHOOL | 2-YEAR POSTSECONDARY | 4-YEAR UNIVERSITY |
|---|---|---|---|---|---|---|
| 1. Distinguish between evaluation, measurement, and testing in terms of their functions, characteristics, and relationships. | X | | | | | |
| 2. Recognize the limitations of educational measurement--that it is indirect, relative, and incomplete. | X | | | | | |
| 3. Formulate performance objectives in the cognitive, affective, and psychomotor domains as a basis for developing measurement devices. | X | | | | | |
| 4. Identify a variety of measurement devices and choose the most appropriate one(s) for a given objective. | X | | | | | |
| 5. Recognize the advantages and disadvantages of different types of tests, especially the essay, multiple choice, completion, true-false, matching, and performance types, as they relate to the measurement of different objectives. | X | | | | | |
| 6. Write test items that match specific objectives and meet the criteria of validity, reliability, and fairness. | X | | | | | |
| 7. Develop a pool of test items for every assigned course as an ongoing activity parallel to the instructional process. | X | | | | | |
| 8. Select and use test items from published sources provided they are appropriate to the needs of particular situations and meet the criteria of validity, reliability, and fairness. | X | | | | | |

Competency Area: SECTION 3: Evaluation

| Competency Statements | ALL LEVELS | ELEMENTARY SCHOOL | JUNIOR HIGH/ MIDDLE SCHOOL | HIGH SCHOOL | 2-YEAR POSTSECONDARY | 4-YEAR UNIVERSITY |
|---|---|---|---|---|---|---|
| 9. Prepare a table of specifications as a basis for developing a balanced test. | X | | | | | |
| 10. Develop a complete test in accordance with the table of specifications, establish point values for the various questions, determine the duration of the test, and write necessary directions for the examinees. | X | | | | | |
| 11. Preview the test in class in terms of the format, the duration, and the point values for various parts. | X | | | | | |
| 12. Prepare a key, including model set of answers for essay type questions, as a basis for reviewing and scoring the test. | X | | | | | |
| 13. Perform an item analysis on the test data to judge the level of difficulty, discrimination, and merit of individual test items. | X | | | | | |
| 14. Review the test in class at the first available opportunity after administration, thus capitalizing on that most teachable moment. | X | | | | | |
| 15. Use basic statistical techniques to analyze and interpret measurement data in terms of central tendency, variability, and relationships. | X | | | | | |
| 16. Recognize the assumptions underlying the normal distribution curve before using it as a basis for determining grades. | X | | | | | |

Competency Area: SECTION 3: Evaluation

| Competency Statements | ALL LEVELS | ELEMENTARY SCHOOL | JUNIOR HIGH/ MIDDLE SCHOOL | HIGH SCHOOL | 2-YEAR POSTSECONDARY | 4-YEAR UNIVERSITY |
|---|---|---|---|---|---|---|
| 17. Use observations and anecdotal records to collect data that are appropriate for evaluating certain objectives. | X | | | | | |
| 18. Maintain complete records of student performance, compiled from formal as well as informal measurement and testing, and use them effectively in arriving at the final grades. | X | | | | | |
| 19. Explain to students, administrators, and other publics the procedures used to calculate final grades, providing supporting evidence as necessary. | X | | | | | |
| 20. Distinguish between criterion-referenced assessment and norm-referenced assessment, and be able to use either if necessary. | X | | | | | |
| 21. Establish standards of performance that are realistic based on research, employment standards, licensure requirements, and professional judgment. (Some guidelines: critical objectives will require higher standards than noncritical objectives, objectives that are prerequisite to future learning will require higher standards than objectives that are not prerequisite to future learning, and learnings that have high probability of being used by students will require higher standards than learnings that have a low probability of being used.) | X | | | | | |

Competency Area: SECTION 3: Evaluation

| Competency Statements | ALL LEVELS | ELEMENTARY SCHOOL | JUNIOR HIGH/ MIDDLE SCHOOL | HIGH SCHOOL | 2-YEAR POSTSECONDARY | 4-YEAR UNIVERSITY |
|---|---|---|---|---|---|---|
| 22. Treat evaluation as an integral part of the instructional process; use data for diagnosis, remediation, and guidance on a continuing basis--not just for grading. | X | | | | | |

## Assessment of Competencies

These competencies will need to be assessed through a variety of measurement devices and procedures.

Competencies that relate to acquisition of knowledge and understanding of concepts lend themselves to measurement through valid and reliable tests. Many teacher education programs include a course in measurement and evaluation. Examinations can be used effectively in such a course to both assess student progress and demonstrate sound techniques of test construction, administration, and grading. When a separate course is not available, methods courses should include evaluation as a major element of the instructional process.

Examples of competencies that can be measured through testing:

1, 2, 3, 4, 5, 15, and 16.

Competencies that relate to the application of knowledge can be measured through observation and evaluation of products. This can be accomplished during courses in which specific assignments are made requiring the application of knowledge, as well as during student teaching and other supervised field experiences.

Examples of competencies that can be measured through observation and evaluation of products:

6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, and 18.

## References


Marshall, J. C., & Hales, L. W. (1971). Classroom test construction. Reading, MA: Addison-Wesley.

Stehr, B. W. (1981). Effective evaluation in business education (Service Bulletin No. 3). St. Peter, MN: Delta Pi Epsilon.

Tate, D. J., & Hoskinson, R. E. (1978). Evaluation and accountability in business education. Reston, VA: National Business Education Association.

# SECTION 4: MANAGEMENT

Successful teachers practice positive and effective management techniques. As is true for managers, teachers collect, analyze, and use data to help them make decisions about the people and things with which they work. Teachers are primarily concerned with managing the physical and human resources that are part of the instructional process. They also apply management principles outside the classroom as they engage in a variety of activities that support and complement instruction. It is crucial, therefore, that teachers be familiar with and able to apply the general principles of management related to planning, organizing, motivating, controlling, and evaluating.

Business teachers spend much of their time in the classroom working directly with students in the instructional process. To produce smoothly functioning classrooms where students are highly involved in learning activities and where there is little or no student disruption or chronic misbehavior, business teachers need to develop and apply sound classroom management techniques. Managers who are judged to be the most effective and productive in an organization concentrate on managing their units well. They also know and support their organization's overall goals and objectives and how the activities of each unit contribute to achieving these outcomes. Similarly, business teachers who are judged as effective manage their classrooms well. They are familiar with and supportive of the general philosophy and objectives of their district, their school, and their department. They are aware of how their teaching contributes to the successful achievement of desired outcomes. They also know that planning, organizing, implementing, and evaluating the district and school curriculum as well as the business programs and courses must be an ongoing activity in a rapidly changing society.

Competency Area: SECTION 4: Management

Specifically, to be considered an effective manager, a business teacher should be able to:

| Competency Statements | ALL LEVELS | ELEMENTARY SCHOOL | JUNIOR HIGH/ MIDDLE SCHOOL | HIGH SCHOOL | 2-YEAR POSTSECONDARY | 4-YEAR UNIVERSITY |
|---|---|---|---|---|---|---|
| 1. Arrange classroom space, furniture, equipment, and supplies so a subject or topic can be taught or an activity conducted efficiently and effectively. | X | | | | | |
| 2. Develop and implement a carefully planned system of rules for student behavior and procedures for basic classroom activities to minimize disruption and maximize the use of class time for instructional activities. | X | | | | | |
| 3. Clearly communicate expectations for student participation and behavior in the classroom and other areas so that all students understand how they are to behave in and out of the classroom. | X | | | | | |
| 4. Encourage student responsibility for completing assignments through the use of classroom procedures and practices that are designed to develop good work habits and make students accountable for their work. | X | | | | | |
| 5. Organize and keep a record of student progress on assignments and other activities that will provide the basis for timely feedback and assistance to students. | X | | | | | |
| 6. Develop and implement classroom procedures that communicate the importance of work assignments, enable students to understand what is expected of them, and help students make desired progress. | X | | | | | |

Competency Area: SECTION 4: Management

| Competency Statements | ALL LEVELS | ELEMENTARY SCHOOL | JUNIOR HIGH/ MIDDLE SCHOOL | HIGH SCHOOL | 2-YEAR POSTSECONDARY | 4-YEAR UNIVERSITY |
|---|---|---|---|---|---|---|
| 7. Communicate assignments and work requirements clearly so that all students understand what tasks are to be completed, how they are to be completed, and when they are to be completed. | X | | | | | |
| 8. Establish and use a system of rewards and penalties to motivate and direct students to behave appropriately and to cooperate in completing assigned tasks. | X | | | | | |
| 9. Diagnose the causes of classroom problems, decide what changes are needed to prevent them from recurring, and determine when and how to implement the required changes so that effective and efficient instruction can be provided. | X | | | | | |
| 10. Choose, sequence, and pace classroom activities for individuals, small groups, or the entire class to maximize learning opportunities and the amount of on-task time of students. | X | | | | | |
| 11. Establish criteria for the selection of instructional materials, supplies, and equipment and be familiar with publishers and vendors who provide them to ensure that an objective procedure is used in selecting the best resources available. | X | | | | | |
| 12. Participate in planning, budgeting, and implementing a program for the acquisition, maintenance, and periodic replacement of equipment and furniture so as to ensure timely updating of physical facilities and resources in accordance with contemporary business standards. | X | | | | | |

Competency Area: SECTION 4: Management

| Competency Statements | ALL LEVELS | ELEMENTARY SCHOOL | JUNIOR HIGH/ MIDDLE SCHOOL | HIGH SCHOOL | 2-YEAR POSTSECONDARY | 4-YEAR UNIVERSITY |
|---|---|---|---|---|---|---|
| 13. Assist in the establishment of program advisory committees, facilitate their operation once they have been established, and use the input provided by these committees to improve the quality of the business education program and its graduates. | | | | X | X | X |
| 14. Assist in the establishment of business student organizations and serve as an advisor so that the students derive maximum benefits from participating is such organizations. | | | | X | X | X |
| 15. Identify and use sound procedures to evaluate management techniques to improve classroom operation in general. | X | | | | | |

## Assessment of Competencies

Competencies that can be measured by simulations are: 1, 9, 10, 11, 12, 13, 14, and 15.

Competencies that can be measured by essay tests are: 2, 8, 11, 12, and 15.

Competencies that can be measured by objective tests are: 11 and 12.

Competencies that can be measured by role playing are: 3, 4, 5, 6, 7, 8, 9, 10, 13, 14, and 15.

Competencies that can be measured by the project method are: 13 and 14.

Competencies that can be taught through role modeling by the teacher are: 4, 5, 6, 7, 8, 10, and 15.

## References

Emmer, E. T., Evertson, C. M., Sanford, J. P., Clements, B. S., & Worsham, M. E. (1984). Classroom management for secondary teachers. Inglewood Cliffs, NJ: Prentice Hall.

Long, J. D., Frye, V. H., & Long, E. W. (1985). Making it 'till Friday: A guide to successful classroom management (3rd ed.). Princeton, NJ: Princeton Book.

## SECTION 5: GUIDANCE

The primary goal of guidance is to help students realize their full potential as human beings. Guidance includes counseling. In the educational setting guidance seeks to help students adjust and function effectively in that educational environment. It enables them to discover their potential for personal-social-emotional growth and to prepare for their chosen careers and career transitions. Guidance adds meaning to students' educational experiences.

A teacher's role in guidance is to help students shape their personalities, learn to make informed decisions, and prepare to face realities in life. The final decisions, however, must be made by the students.

Competency Area: SECTION 5: Guidance

While many schools and colleges provide across-the-board guidance and counseling services to students through trained professionals, business teachers must assume partial responsibility for guiding their students, thus contributing to the total guidance program in the school. In order to perform this ro e, a business teacher should be able to:

| Competency Statements | ALL LEVELS | ELEMENTARY SCHOOL | JUNIOR HIGH/ MIDDLE SCHOOL | HIGH SCHOOL | 2-YEAR POSTSECONDARY | 4-YEAR UNIVERSITY |
|---|---|---|---|---|---|---|
| 1. Provide current career information to students to assist them in making informed decisions about educational programs leading to their career goals. | X | | | | | |
| 2. Implement an effective career counseling and placement plan through which students will become self-activating and independent. | | | X | X | X | X |
| 3. Utilize counseling and testing services available in the school and the community to determine student interests, aptitudes, attitudes, and values. | X | | | | | |
| 4. Conduct follow-up studies of graduates of the business education program to obtain feedback that might be used in updating and improving the career planning and placement process. | | | | X | X | X |
| 5. Identify and implement strategies to help students develop decision-making skills important in life. | X | | | | | |
| 6. Analyze and interpret student data to understand interests, career aspirations, life styles, and values of students. | X | | | | | |
| 7. Meet with parents in order to communicate student progress and to promote community relations. | X | | | | | |
| 8. Develop an understanding of and sensitivity to cultural differences among the various ethnic and national groups in the student population and communicate effectively with each group. | X | | | | | |

Competency Area: SECTION 5: Guidance

| Competency Statements | ALL LEVELS | ELEMENTARY SCHOOL | JUNIOR HIGH/ MIDDLE SCHOOL | HIGH SCHOOL | 2-YEAR POSTSECONDARY | 4-YEAR UNIVERSITY |
|---|---|---|---|---|---|---|
| 9. Help students acquire effective study and work habits that result in increasing efficiency and productivity. | X | | | | | |
| 10. Assist students in solving their specific problems so they will have a positive attitude toward school. | X | | | | | |
| 11. Recognize student behavior that is indicative of problems that will inhibit the learning process and refer such cases to the appropriate agency for help. | X | | | | | |
| 12. Demonstrate total commitment to education for students through in-class and out-of-class behavior such as individual assistance and providing listening/caring time for students who need it. | X | | | | | |
| 13. Assist in formulating school guidance plans based on institutional goals, identified needs of students, and the changing world of work. | X | | | | | |

## Assessment of Competencies

Competencies that can be measured by the case study method are: 5 and 10.

Competencies that can be measured by essay tests are: 1, 2, 3, 4, and 13.

Competencies that can be measured by role playing are: 6, 7, 8, 9, 11, and 12.

## References

Beaumont, A. G., Cooper, A. C., & Stockard, R. H. (1980). A model career counseling and placement program (3rd ed.). Bethlehem, PA: College Placement Services.

Foster, C. R., Fitzgerald, P. W., & Beal, R. M. (1980). Modern guidance practices in teaching. Springfield, IL: Charles C. Thomas.

## SECTION 6: INTERPERSONAL COMMUNICATION

Interpersonal communication refers to the transmission of information, ideas, and feelings through verbal or nonverbal means between two or more persons. Communication is one of the basic activities of human beings, and the ability to communicate effectively is perhaps the major determinant of relationships among people.

Business teachers, like any other group of professionals, spend a major part of their professional life communicating with others. Effective interpersonal communication requires knowledge about the process and elements of communication, proficiency in the use of language, and a highly developed sense of empathy that enables one to receive subtle messages--especially those conveyed through nonverbal means.

Competency Area: SECTION 6: Interpersonal Communication

In order for business teachers to establish and maintain effective interpersonal rapport with the various publics with whom they interact during their professional lives, effective business teachers should be able to:

| Competency Statements | ALL LEVELS | ELEMENTARY SCHOOL | JUNIOR HIGH/ MIDDLE SCHOOL | HIGH SCHOOL | 2-YEAR POSTSECONDARY | 4-YEAR UNIVERSITY |
|---|---|---|---|---|---|---|
| 1. Identify the components of the communication process and the elements of effective and ineffective communication. | X | | | | | |
| 2. Recognize the common barriers to effective communication and determine how to overcome or avoid these barriers. | X | | | | | |
| 3. Recognize the cultural dimensions of communication as they manifest themselves in the context of dealing with different ethnic groups. | X | | | | | |
| 4. Write clearly and effectively in order to communicate with others about the business education program. | X | | | | | |
| 5. Speak with a style that conveys the needs, concerns, purposes, and accomplishments of the business education program. | X | | | | | |
| 6. Listen carefully to gain insights into the needs of internal and external publics as well as the needs of students. | X | | | | | |
| 7. Develop a rapport with internal publics such as administrators, counselors, and teachers in other disciplines in order to gain their cooperation in strengthening and enhancing the business education program. | | | X | X | X | X |
| 8. Develop a rapport with external publics such as advisory committees, parents, publishers and vendors, local businesses, professional associations, and other educational institutions in order to gain wide community support for the business education program. | | | X | X | X | X |

Competency Area: SECTION 6: Interpersonal Communication

| Competency Statements | ALL LEVELS | ELEMENTARY SCHOOL | JUNIOR HIGH/ MIDDLE SCHOOL | HIGH SCHOOL | 2-YEAR POSTSECONDARY | 4-YEAR UNIVERSITY |
|---|---|---|---|---|---|---|
| 9. Identify and use appropriate communication strategies, both verbal and nonverbal, in situations involving good news, bad news, and persuasive tactics. | X | | | | | |
| 10. Receive and respond to oral, written, and nonverbal forms of communication. Recognize that it is the receiver of the message who communicates. | X | | | | | |
| 11. Recognize that communication is a matter of perception, not logic; that people receive and interpret messages in the light of their prior experiences and perceptions. | X | | | | | |

## Assessment of Competencies

Competencies 1, 2, and 3 relating to the knowledge about the process and elements of communication can be measured by objective and essay tests as well as case studies.

Competencies 4, 5, and 6 relating to proficient use of communication skills can be measured by observation using rating scales and by objective and essay tests.

Competencies 7, 8, and 9 relating to the use of empathy can be measured by observation and peer reports.

Competencies 10 and 11 can be measured by role-playing and simulations.

## References


Adkins, B. (1982). Analysis of business communications skills and knowledge as perceived by selected businesspersons, teachers, and students in Kentucky. Delta Pi Epsilon Journal, 24(2), 70-81.

Angell, C. (1980). Communication: Fostering communication skills through student organizations. Business Education Forum, 34(6), 24-25.

Bell, R. D. (1983). Promoting business education through teacher participation in professional associations. Business Education Forum, (Yearbook issue), 37(8), 48-51.

Boggs, L. J., & Zener, M. F. (1983). Promoting business education through research activities. Business Education Forum, (Yearbook issue), 37(8), 64-68.

Calhoun, C. C. (1983). Promoting business education through business teacher education programs. Business Education Forum, (Yearbook issue), 37(8), 69-74.

Dunn, P. (1978). Small business management assistance roles for business educators. Business Education Forum, 32(7), 39-40.

Jurist, R. G. (1983). Promoting business education through community organizations. Business Education Forum, (Yearbook issue), 37(8), 52-54.

Merrier, P. A. (1983). Promoting business education through teacher awards and recognition. Business Education Forum, (Yearbook issue), 37(8), 59-63.

Thomas, E. G. (1983). Promoting business education through news releases. Business Education Forum, (Yearbook issue), 37(8), 79-85.

Trends in business education. (1981). Sacramento: California State Department of Education.

Wakin, B. B. (1979). Alternative learning styles in business education. National Business Education Association Yearbook, 17.

Wiggins, R. (1979). The role of business educators in public relations. Business Education Forum, 33(4), 8.

## SECTION 7: STUDENT ORGANIZATIONS

Business student organizations play a vital role in bridging the classroom with the business world. Student organizations provide a vehicle for students to explore career interests; learn and refine citizenship, social, and leadership skills; improve occupational skills; and develop a commitment to community, state, and country.

America's business enterprise system requires continual training and retraining of people to accomplish tasks that are created or refined as technology continues to change. Because business student organizations are involved in activities inside and outside the school, students have the opportunity to stay abreast of changes and prepare for business career and leadership opportunities of the future.

The responsibility for developing business student organization activities into viable educational experiences rests with business teachers. Business teachers must, therefore, understand the rationale for student organizations and utilize appropriate methods and procedures to achieve organizational goals.

Competency Area: SECTION 7: Student Organizations

In order to make student organization activities an integral part of the business curriculum, business teachers should be able to:

| Competency Statements | ALL LEVELS | ELEMENTARY SCHOOL | JUNIOR HIGH/ MIDDLE SCHOOL | HIGH SCHOOL | 2-YEAR POSTSECONDARY | 4-YEAR UNIVERSITY |
|---|---|---|---|---|---|---|
| 1. Develop a statement of philosophy and goals for student organizations as an integral part of the business education program. | | | | X | X | X |
| 2. Enlist the support of business teachers and administrators in carrying out the activities of the student organizations. | | | | X | X | X |
| 3. Promote the business education program by effectively utilizing student organizations for recruitment, visibility, and positive image building. | | | | X | X | X |
| 4. Provide a learning environment supportive of self management and responsibility for the development of leadership skills. | | | | X | X | X |
| 5. Train students to plan, schedule, and conduct meetings using proper parliamentary procedures. | | | | X | X | X |
| 6. Define the roles of the various participants in student organization activities and evaluate their performance in terms of the role definitions. | | | | X | X | X |
| 7. Utilize state and national guidelines, policies, constitutional provisions, and ceremonial procedures in conducting activities of the local chapter when it is part of a state or national network. | | | | X | X | X |
| 8. Facilitate student participation in district, state, regional, and national activities as a means of developing appropriate leadership and social skills. | | | | X | X | X |

Competency Area: SECTION 7: Student Organizations

| Competency Statements | ALL LEVELS | ELEMENTARY SCHOOL | JUNIOR HIGH/ MIDDLE SCHOOL | HIGH SCHOOL | 2-YEAR POSTSECONDARY | 4-YEAR UNIVERSITY |
|---|---|---|---|---|---|---|
| 9. Provide students with opportunities to learn and practice interpersonal communication skills to be effective members of society. | X | | | | | |
| 10. Act as a mentor for those who wish to acquire additional expertise in managing student organizations. | | | | X | X | X |
| 11. Develop a system for student organization files and materials and train students to use the system effectively. | | | | X | X | X |
| 12. Establish criteria for selecting students for various offices within the student organizations. | | | | X | X | X |
| 13. Prepare eligible students for holding offices in the organization so that they can experience the privileges and obligations that are implicit in the role. | | | | X | X | X |
| 14. Assist students in planning and scheduling a program of work to achieve the goals of the organization. | | | | X | X | X |
| 15. Involve all business students in carrying out the program of work so they can develop a sense of belonging and commitment. | | | | X | X | X |
| 16. Provide career guidance for students who wish to pursue careers in business or related occupations. | | | X | X | X | X |
| 17. Encourage and assist students to participate in competitive event activities as a means of enhancing occupational skill development. | | | | X | X | X |

## Assessment of Competencies

Competencies necessary for the successful management and operation of a business student organization should be evaluated by a variety of methods which may include, but are not limited to:

| Method | Competency | Method | Competency |
|---|---|---|---|
| Objective Test | 1 | Case Study | 1, 2, 15 |
| Product Evaluation | 3, 7 | Interview | 9 |
| Checklist | 6, 14 | Report | 10, 11, 13 |
| Attendance Record | 8 | Essay | 1, 16 |
| Questionnaire | 3, 7 | Observation: Role-Play Simulation | 2, 4, 5, 11, 13, 17 |

## References


Standards for excellence in business education. (1985). Washington, DC: U.S. Government Printing Office; Columbus: Center for Vocational Education, Ohio State University; & Reston, VA: National Business Education Association.

Yelverton, S. (1983). Promoting business education through student organization activities. Business Education Forum, (Yearbook issue), 37(8), 7-10.

Youth leadership development. (1982). Albany: University of the State of New York, State Education Department.

## SECTION 8: PROFESSIONAL DEVELOPMENT

Professional development is the continual process of acquiring knowledge, skills, and insights that result in the improvement of professional practice. For business teachers, the three dimensions of professional growth are education, which means search for accurate knowledge about their disciplines, continued refinement of their teaching skills and practices, and service to professional organizations.

Professional development begins with self-analysis and setting of short- and long-term goals based on needs and priorities in the context of institutional obligations. Business teachers have an obligation to keep informed of new developments and trends affecting business and education. They must become familiar with and contribute to professional organizations whose work has implications for business education.

While the only real assurance of continued professional growth is the teacher's own commitment and efforts, business teachers can benefit from the advice, support, and guidance of those already in the profession who are successful and who enjoy their work.

Competency Area: SECTION 8: Professional Development

More specifically, professional growth requires that business teachers:

| Competency Statements | ALL LEVELS | ELEMENTARY SCHOOL | JUNIOR HIGH/ MIDDLE SCHOOL | HIGH SCHOOL | 2-YEAR POSTSECONDARY | 4-YEAR UNIVERSITY |
|---|---|---|---|---|---|---|
| 1. Update knowledge of subject matter in their areas of specialization through reading, taking advanced courses, and participating in inservice education to make sure that the most accurate knowledge is reflected in the courses they teach. | X | | | | | |
| 2. Hold membership in appropriate business education professional organizations at local, state, regional, national, and international levels. | | | X | X | X | X |
| 3. Attend and participate in meetings of professional organizations serving business education generally and specifically. | | | X | X | X | X |
| 4. Subscribe to and read major publications of professional organizations in business education and related fields so as to keep informed about current trends of thought on issues and concerns important for business educators. | X | | | | | |
| 5. Conduct, identify, and apply research to improve business education programs. | X | | | | | |
| 6. Develop and debate individual points of view based on valid knowledge and convictions dealing with important issues affecting business education. | X | | | | | |
| 7. Share knowledge, experience, and insights with peers through presentations at professional conferences and writing for professional publications. | X | | | | | |

Competency Area: SECTION 8: Professional Development

| Competency Statements | ALL LEVELS | ELEMENTARY SCHOOL | JUNIOR HIGH/ MIDDLE SCHOOL | HIGH SCHOOL | 2-YEAR POSTSECONDARY | 4-YEAR UNIVERSITY |
|---|---|---|---|---|---|---|
| 8. Contribute to and participate in faculty development activities at school and district levels. | X | | | | | |
| 9. Act as a mentor for new teachers to help them adjust to the department, school, community, and profession. | X | | | | | |
| 10. Establish and maintain positive working relationships with the business community. | X | | | | | |
| 11. Seek and utilize opportunities for internships and work experiences in relevant business organizations. | | | | X | X | X |
| 12. Review current certification/licensing/accreditation requirements and ensure meeting these for continued service. | X | | | | | |
| 13. Identify and track proposed legislation and policy affecting business education at local, state, and national levels. | X | | | | | |
| 14. Participate actively in the political process with a view toward shaping legislation and policy supportive of business education. | X | | | | | |
| 15. Demonstrate high ethical standards in professional behavior by responding promptly to all professional requests, adhering to deadlines in completing assignments, keeping lines of communication open and clear, and discharging every professional obligation conscientiously and with the utmost diligence. | X | | | | | |

## Assessment of Competencies

Competency 1 can be measured by various kinds of written tests. All other competencies can be measured by case study, class reports, role-playing, and observation of actual experiences.

## References


Bieber, et al. (1980). New directions for business education, <A report of the Snowbird Conference|. New York: Gregg/McGraw-Hill.

Brower, W. A., & Calhoun, C. C. (1980). Business education for the 21st century (Monograph No. 1). Lawrenceville, NJ: Rider College.

Maxwell, G. W., et al. (1983). Future directions and recommended actions for business education: A report by the NBEA Task Force on New Concepts and Strategies for Business Education. Business Education Forum, 38(2), 3-6.

# SECTION 9: SUBJECT COMPETENCIES

Successful teachers must possess a broad background and specific knowledge in the subjects they teach. Teachers must also stay current in the subjects they teach. Successful teachers must, therefore, be content and learning specialists.

Successful business teachers must have a broad background in all business subjects to have an understanding of the functions of education for and about business. Successful business teachers must also have relevant occupational experience when preparing students for jobs in business. These experiences should be in the area in which the teacher is teaching. The number of hours of experience is not as important as the quality of experience provided.

The purpose of this section is to identify subject matter competencies for business teachers. Teachers must have subject matter competencies for the courses they are teaching. Teacher education institutions preparing business teacher candidates to teach in the public schools (elementary school through two-year postsecondary) should require subject matter competencies identified on the following pages. These competencies are identified as standards by the NBEA Model Curriculum Task Force (K-14) and the American Assembly of Collegiate Schools of Business (AACSB).

It is recognized that all teachers will not have all of the professional education or subject matter competencies identified in this guide. Decisions for subject matter competencies required in individual programs depend upon staff, credit hours available, and other constraints. However, truly professional teacher candidates will continue to develop their subject matter skills according to objectives in this guide.

## How To Use the Subject Matter Section

The subject matter portion of this guide is divided into broad task areas. Notice that the first task area is keyboarding. Each task area has one or more sections identified by code numbers. These codes, such as E1, relate directly to the competency codes identified in Database of Competencies for Business Curriculum Development, K-14. All areas of the K-14 curriculum guide are included in summary form. The competencies are then identified on a matrix from elementary school through two-year postsecondary. If the subject matter is REQUIRED for a given level, an "R" is shown. Curriculum building should begin with (R) competencies indicated for all levels of instruction. An "O" is used to identify OPTIONAL competencies. If ADDITIONAL skills beyond the skills recommended in the K-14 guide are recommended, an "A" is shown which means advanced instruction beyond the scope of the curriculum guides should be provided. Additional skills are particularly recommended for preparing two-year postsecondary teachers.

Part Two of the subject matter guide identifies the five functional areas required for all business majors as identified by the American Assembly of Collegiate Schools of Business. In order to guarantee a thorough knowledge of business, potential business teachers must be competent in each of the five areas. Specific classes are not identified, but students are to be proficient in the areas indicated. Virtually all collegiate business schools in the United States require these core areas of study for business majors. If business teachers are to be experts in business, they, too, must have competencies in these functional areas.

## Part One: Subject Competencies

R = Required
O = Optional
A = Additional Skills Recommended

| Task Area | ALL LEVELS | ELEMENTARY SCHOOL | JUNIOR HIGH/ MIDDLE SCHOOL | HIGH SCHOOL | 2-YEAR POSTSECONDARY |
|---|---|---|---|---|---|
| Keyboarding: | | | | | |
| Elementary E1 | R | | | | |
| Middle School/Junior High School M1 | | O | R | R | R/A |
| Secondary C14, T1, T2 | | O | O | R | R/A |
| Economics: | | | | | |
| Basic Economics | | | | | |
| Elementary E2 | R | | | | |
| Middle School/Junior High School M2 | | O | R | R | R/A |
| American Economic System C10 | | O | O | R | R/A |
| Money Management C11 | | O | O | R | R/A |
| Business and Its Environment C12 | | O | O | R | R/A |
| Owning and Managing a Business (Entrepreneurship) | | | | | |
| Business Law B1 | | | O | R | R/A |
| Economics B2 | | | O | R | R/A |
| Establishing a Business B3 | | | O | R | R/A |
| Management B4 | | | O | R | R/A |
| Marketing B5 | | | O | R | R/A |
| Computer Literacy | | | | | |
| Elementary E3 | R | | | | |
| Middle School/Junior High School M3 | | O | R | R | R |
| Secondary C13 | | O | O | R | R/A |
| Microcomputer Operations D3 | R | | | | |
| Entering and Verifying Data D7 | R | | | | |
| Minicomputer Operations D5 | | | | O | R/A |
| Spreadsheet Applications D21 | | | O | R | R/A |
| Computer Programming D4 | | | | R | R/A |

R = Required
O = Optional
A = Additional Skills Recommended

| Task Area | ALL LEVELS | ELEMENTARY SCHOOL | JUNIOR HIGH/ MIDDLE SCHOOL | HIGH SCHOOL | 2-YEAR POSTSECONDARY |
|---|---|---|---|---|---|
| **Career Planning:** | | | | | |
| Career and Business Exploration E4 | R | | | | |
| Career and Business Exploration M4 | | O | R | R | R |
| Career Awareness/Goal Setting C9 | | O | R | R | R |
| **Personal Development Skills:** | | | | | |
| Job Attitude and Human Relations Skills E5 | R | | | | |
| Job Attitude and Human Relations Skills M5 | | O | R | R | R |
| Self-Management C5 | R | | | | A |
| Interpersonal Relations C6 | R | | | | A |
| Decision Making and Critical Thinking C7 | R | | | | A |
| Leadership C8 | R | | | | A |
| **Language Skills:** | | | | | |
| Reading C1 | R | | | | |
| Writing C2 | R | | | | |
| Speaking and Listening C3 | R | | | | |
| Business Communication T3 | | O | O | R | R/A |
| **Mathematics Skills:** | | | | | |
| Computing C4 | R | | | | A |
| Business Mathematics D1 | R | | | | R/A |
| Electronic Calculator D2 | | O | O | R | A |
| **Shorthand:** T4 | | | | O | O |

R = Required
O = Optional
A = Additional Skills Recommended

| Task Area | ALL LEVELS | ELEMENTARY SCHOOL | JUNIOR HIGH/ MIDDLE SCHOOL | HIGH SCHOOL | 2-YEAR POSTSECONDARY |
|---|---|---|---|---|---|
| **Word Processing:** | | | | | |
| Transcription Using Dictation Equipment T5 | | | O | R | R/A |
| Concepts of Word Processing T6 | R | | | | |
| Performing Word Processing Functions T7 | | O | O | R | R/A |
| Graphics T8 | | O | O | R | R/A |
| Reprographics T12 | | | O | R | R/A |
| Processing Mail T13 | | | O | R | R/A |
| **Electronic Communication:** | | | | | |
| Telecommunications T9 | | | O | R | R/A |
| **Records Management:** | | | | | |
| Records Management T10 | | | O | R | R/A |
| Data Control/(security) D6 | | O | O | R | R/A |
| Database Applications T11 | | | | R | R/A |
| **Office Operations:** | | | | | |
| Receptioning Activities T14 | | | | R | R |
| Maintaining Office Equipment T15 | | | | R | R |
| Maintaining Office Supplies/Forms T16 | | | | R | R |
| **Accounting:** | | | | | |
| Recordkeeping D8 | | | O | R | R |
| Basic Accounting Process D9 | | | | R | R |
| Accounting Cycle D10 | | | | R | R |
| Recording and Analyzing D11 | | | | R | R/A |
| Worksheet D12 | | | | R | R |

R = Required
O = Optional
A = Additional Skills Recommended

| Task Area | ALL LEVELS | ELEMENTARY SCHOOL | JUNIOR HIGH/ MIDDLE SCHOOL | HIGH SCHOOL | 2-YEAR POSTSECONDARY |
|---|---|---|---|---|---|
| Accounting Systems D13 | | | | R | R/A |
| Banking Procedures D14 | | O | R | R | R/A |
| Automated Accounting Systems D15 | | | | R | R/A |
| Payroll Concepts D16 | | | O | R | R/A |
| Manual Payroll Operations D17 | | | | R | R |
| Payroll Laws and Regulations D18 | | | | R | R/A |
| Manual Accounts Receivable D19 | | | | R | R |
| Manual Accounts Payable D20 | | | | R | R |
| Spreadsheet Applications D21 | | | | R | R/A |

Part Two: Business Functional Core Competencies

In addition to or as part of the competencies required above, all secondary and postsecondary business teachers should meet the business functional core competencies required by the American Assembly of Collegiate Schools of Business (AACSB). These competencies are:

1. A background of concepts, processes and institutions in the production and marketing of goods and/or services and the financing of business enterprise or other forms of organization

2. A background of the economics and legal environment as it pertains to profit and/or nonprofit organizations along with ethical considerations and social and political influences as they affect such organizations

3. A basic understanding of the concepts and applications of accounting, of quantitative methods, and management information systems including computer applications

4. A study of organizations theory, behavior, and interpersonal communications

5. A study of administrative processes under conditions of uncertainty including integrating analysis and policy determination at the overall management level.

Assessment of Competencies

Competencies can be assessed in one or more of the following ways:

1. Listing of satisfactory completion of course on a transcript from an accredited college

2. Standardized competency test in the area

3. Evidence of satisfactory work experience in the area for an extended period of time

4. Performance through student teaching.

References

Accreditation council policies, procedures, and standards, 1985-86. (1985). St. Louis, MO: American Assembly of Collegiate Schools of Business.

Maxwell, G. W., et al. (1983). Future directions and recommended actions for business education: A report by the NBEA Task Force on New Concepts and Strategies for Business Education. Business Education Forum, 38(2), 3-6.

Standards for accreditation of teacher education. (1982). Washington, DC: National Council for Accreditation of Teacher Education.

Standards for business teacher education. (1982). Reston, VA: National Association for Business Teacher Education.

Standards for excellence in business education. (1985). Washington, DC: U.S. Government Printing Office; Columbus: Center for Vocational Education, Ohio State University; & Reston, VA: National Business Education Association.

BIBLIOGRAPHY

Accreditation council policies, procedures, and standards, 1985-86. (1985). St. Louis, MO: American Assembly of Collegiate Schools of Business.

Adams, D. R., & Athey, T. H. (Eds.). (1981). DPMA model curriculum for undergraduate computer information systems education, Park Ridge, IL: DPMA Education Foundation.

Adams, K. A., MacKay, B. J., & Patton, M. Q. (1981). Does performance-based teacher education work?, Case studies of a model curriculum for vocational teacher education. Columbus: National Center for Research in Vocational Education, Ohio State University.

Adkins, B. (1982). Analysis of business communications skills and knowledge as perceived by selected businesspersons, teachers, and students in Kentucky. Delta Pi Epsilon Journal, 24(2), 70-81.

Angell, C. (1980). Communication: Fostering communication skills through student organizations. Business Education Forum, 34(6), 24-25.

Beaumont, A. G., Cooper, A. C., & Stockard, R. H. (1980). A model career counseling and placement program (3rd ed.). Bethlehem, PA: College Placement Services.

Bell, R. D. (1983). Promoting business education through teacher participation in professional associations. Business Education Forum, (Yearbook issue), 37(8), 48-51.

Bieber, et al. (1980). New directions for business education, <A report of the Snowbird Conference|. New York: Gregg/McGraw-Hill.

Bloom, B. S. (1981). All our children learning: A primer for parents, teachers, and other educators. New York: McGraw-Hill.

Boggs, L. J., & Zener, M. F. (1983). Promoting business education through research activities. Business Education Forum, (Yearbook issue), 37(8), 64-68.

Brower, W. A., & Calhoun, C. C. (1980). Business education for the 21st century (Monograph No. 1). Lawrenceville, NJ: Rider College.

Burke, C. D., & Stone, D. R. (1983). Teaching skills handbook: A guide to professional growth. Logan, Utah State University.

Business and office occupations, State business and office occupations curriculum guide. (1982). Salt Lake City: Utah State Office for Vocational Education.

Business communications: Grammar, verbal, written, body language. (1982). Albany: University of the State of New York, State Education Department.

Business data processing program competencies, (1979), January. Richmond, VA: Program Services, Vocational Education, Department of Education.

Calhoun, C. C. (1983). Promoting business education through business teacher education programs. Business Education Forum, (Yearbook issue), 37(8), 69-74.

California business executives assess the minimum academic competencies of high school graduates. (1984), May. Sacramento, CA: Field Institute.

Cangelosi, J. S. (1984). Cooperation in the classroom. Washington, DC: National Education Association.

Cetron, M. J. (1985). Schools of the future: How American business and education can cooperate to save our schools. New York: McGraw-Hill.

Charles, C. M. (1985). Building classroom discipline from models to practice. San Diego, CA; Lonman, NY

Competency-based teacher education, Instructor's guide. (1976). San Jacinto, CA: Chancellor's Office, Mt. San Jacinto College

Competency-based teacher education, Participants' study syllabus. (1976). San Jacinto, CA: Chancellor's Office, Mt. San Jacinto College

Competency-based units for business, office, and distributive teacher education: Business communication. (1980). Los Angeles: California State University.

Competency-based units for business, office, and distributive teacher education: Business law. (1980). Los Angeles: California State University.

Competency-based units for business, office, and distributive teacher education: General business consumer education, and economic education. (1981). Los Angeles: California State University.

Competency-based units for business, office, and distributive teacher education: Methods of teaching typewriting and office procedures. (1981). Los Angeles: California State University.

The DPMA secondary curriculum on information technology and computer information systems. (1984), October. Park Ridge, IL: Data Processing Management Association.

Dunn, P. (1978). Small business management assistance roles for business educators. Business Education Forum, 32(7), 39-40.

Educating a profession: Competency assessment. (1983), April. Washington, DC: American Association of Colleges for Teacher Education.

Educating a profession: Extended programs for teacher education. (1983), September. Washington, DC: American Association of Colleges for Teacher Education.

Emmer, E. T., Evertson, C. M., Sanford, J. P., Clements, B. S., & Worsham, M. E. (1984). Classroom management for secondary teachers. Inglewood Cliffs, NJ: Prentice Hall.

Eure, C. E. (1984). Teaching managerial productivity: A new focus for business education. NABTE Review, 9-12.

Feistritzer, C. E. (1984). The making of a teacher: A report on teacher education and certification. Washington, DC: National Center for Education Information.

Foster, C. R., Fitzgerald, P. W., & Beal, R. M. (1980). Modern guidance practices in teaching. Springfield, IL: Charles C. Thomas.

Hogan, D. F. (1977). Economic understanding needed by secondary school distributive education teachers. Tempe: Arizona State University.

Information systems curriculum recommendations for the 80s: Undergraduate and graduate. (1983). New York: Association for Computing Machinery.

Instructional planning, <Professional teacher education module series| (Modules for categories A, B, and C). (no date). Athens: University of Georgia; Columbus: American Association for Vocational Instructional Materials and the Center for Vocational Education, Ohio State University.

Jurist, R. G. (1983). Promoting business education through community organizations. Business Education Forum, (Yearbook issue), 37(8), 52-54.

Keyboarding: Typewriter, word processor, computer. (1982). Albany: University of the State of New York, State Education Department.

Lambrecht, J., D'Onofrio, M. J., Jones, E. L., & Merrier, P. A. (1981). Business and office education: Review and synthesis of research. Columbus: National Center for Research in Vocational Education, Ohio State University.

Laster, J. F. (1985). Using cognitive psychology in curriculum planning. Columbus: National Center for Research in Vocational Education, Ohio State University.

Life management skills curriculum. (1984), August. Pensacola: University of West Florida.

Long, J. D., Frye, V. H., & Long, E. W. (1985). Making it 'till Friday: A guide to successful classroom management (3rd ed.). Princeton, NJ: Princeton Book.

Manchester interview: Competency-based teacher education/ certification. (1972). Washington, DC: American Association of Colleges for Teacher Education.

Marshall, J. C., & Hales, L. W. (1971). Classroom test construction. Reading, MA: Addison-Wesley.

Maxwell, G. W., et al. (1983). Future directions and recommended actions for business education: A report by the NBEA Task Force on New Concepts and Strategies for Business Education. Business Education Forum, 38(2), 3-6.

Merrier, P. A. (1983). Promoting business education through teacher awards and recognition. Business Education Forum, (Yearbook issue), 37(8), 59-63.

Muirheid, D S., & Cronin, J. M. (1979). Business education into the eighties. Normal: Illinois State University.

Mulcahy, K. F., & Manos, J. A. (1985), April. Business education in "excellent" schools, A paper presented at the National Business Education Association convention. Las Vegas, NV.

Nelli, E., & Nutter, N. (1984). A model for evaluating teacher education programs, (Teacher Education Monograph No. 2). Washington, DC: American Association of Colleges for Teacher Education.

Office occupations curriculum guide. (1983), Summer. Salem: Oregon Department of Education.

Oswalt, B. (1984). Identification of competencies necessary for computer literacy. NABTE Review, 17-22.

An overview of University of Regina teacher education. (1984), December. Regina, Saskatchewan, Canada: University of Regina.

Professional development and competency-based education. (no date). Sacramento, CA: Vocational and Occupational Information Center for Educators.

Proposal office systems model curriculum project. (1985), February. New York: Office Systems Research Association.

Report of a panel on the preparation of beginning teachers. (1984), March. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.

Report of the ad hoc committee meeting to develop a competency-based business education teacher preparation program. (1975), April. Bakersfield: California State College.

Schmidt, B. J. (1984). Business education in the United States: 1982-83 NABTE survey results. NABTE Review, 50-55.

Secondary course of study. (1985), May. Reno: Vocational Education Section, Nevada Department of Education.

Standards for accreditation of teacher education. (1982). Washington, DC: National Council for Accreditation of Teacher Education.

Standards for business teacher education. (1982). Reston, VA: National Association for Business Teacher Education.

Standards for excellence in business education. (1985). Washington, DC: U.S. Government Printing Office; Columbus: Center for Vocational Education, Ohio State University; & Reston, VA: National Business Education Association.

Standards for state approval of teacher education. (1983). National Association of State Directors of Teacher Education and Certification.

Stehr, B. W. (1981). Effective evaluation in business education (Service Bulletin No. 3). St. Peter, MN: Delta Pi Epsilon.

Tate, D. J., & Hoskinson, R. E. (1978). Evaluation and accountability in business education. Reston, VA: National Business Education Association.

Teaching and learning with computers, Position paper. (1984), April. Albany, NY: Teacher Education Conference Board.

This We Believe . . ., <Statements of the Policies Commission for Business and Economic Education|. (no date). Reston, VA: National Business Education Association.

Thomas, E. G. (1983). Promoting business education through news releases. Business Education Forum, (Yearbook issue), 37(8), 79-85.

Trends in business education. (1981). Sacramento: California State Department of Education.

VAE Pre-certification teacher education program: Competencies and performance objectives, (VAE Faculty and CBTE Project Staff). (1973), November. Detroit, MI: Vocational and Applied Arts Education, Wayne State University.

Wakin, B. B. (1979). Alternative learning styles in business education. National Business Education Association Yearbook, 17.

Wiggins, R. (1979). The role of business educators in public relations. Business Education Forum, 33(4), 8.

Yelverton, S. (1983). Promoting business education through student organization activities. Business Education Forum, (Yearbook issue), 37(8), 7-10.

Youth leadership development. (1982). Albany: University of the State of New York, State Education Department.